

ADJUSTMENT PROBLEMS OF NEGRO PUPILS IN THE
MANHATTAN JUNIOR HIGH SCHOOL

by

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INTRODUCTION

The American Negro has been subjected to a great deal of stereotyping. A Master's degree thesis prepared at Kansas State College in 1904 characterized the Negro as follows:¹

-- as a class I think we are safe in saying that in his normal state there is no more carefree, good-natured happy-go-lucky creature on earth. -- while in nearly every case the educated white man shows a marked tendency to rise in life, the Negro educated in just the same way shows a marked tendency to revert back to the primitive life of his little two-room hut. -- he is incapable of the steady application and the plodding perseverance characteristic of the Anglo-Saxon. He is easily discouraged and his mind is apt to wander from one subject to another.

In full fairness to the author of this thesis, we should stop and consider that this was written almost fifty years ago; however, the tendency to place a stereotyped character upon all Negroes is not a practice which ended fifty years ago or even five years ago. If anything, we are guilty of drawing up even broader stereotypes today. So broad, in fact, that it would be impossible to have all of the different characteristics ascribed to the Negro in any one individual.

Still the practice of stereotyping persists, and many believe they know what to expect of Negroes in any given set of conditions. It was the failure of Negro children to live up to the expected type of behavior that prompted this study. A copy of the Superintendent's Report for the Manhattan (Kansas) Public Schools was examined. This report covered absences and tardies for the six

¹ Bates, F. L., Discussion of the Negro Problem and Some of the Difficulties of its Solution. Unpublished Master's thesis, Kansas State College, Manhattan, Kansas, 1904.

weeks period ending November 24, 1948. Examination of this report revealed that the Negro children attending the Negro grade school had a better record of attendance than the white children in any of the regular schools. The findings of this report are briefly summarized in Table 1. This superior record of attendance was a complete reversal of the type of behavior expected from the Negro children if stereotype characteristics were followed.

Table 1. Number of teachers, number of pupils enrolled, and record of attendance for the six weeks period ending November 24, 1948, in the Manhattan Public Schools.

	Bluemont	Eugene Field	Theo. Roosevelt	Woodrow Wilson	Douglas (Negro)
Teachers	12	7	7	11	4
Pupils enrolled	372	225	252	365	68
Per cent tardies to enrollment	11	11.5	10.7	6.5	4.4
Per cent neither absent nor tardy	38.4	56	46.4	40.2	69.1

A more complete examination of this report will reveal that the most favorable pupil-teacher ratio existed in the Douglas School. The better record of the Negro children may or may not be due to this lower ratio. In attempting to find whether or not there was a direct correlation here, it was thought that insufficient cases were available to give statistical significance. Computation of the coefficient of correlation between the pupil-teacher ratio and the attendance record did not show any significant relationship.

It was then desired to find whether or not the Negro children after entering the junior high school still maintained the same high level of attendance. Negro and white children both attend the same junior and senior high school. Other materials which were found early in the study prompted a more complete study of the problems encountered in the education of Negro children in the school system, especially in the school years 7 through 12. Special attention is given in this study to guidance procedures which may alleviate the problems encountered in the education of Negro children.

The Limitations of This Study

The size of the group used in this study was very small. The original group contained thirty-seven individuals. It was thought that data obtained for a group of this size would not yield results having statistical significance. It should also be pointed out that this group was not selected as a true sample of any one race. In a small community such as Manhattan, Kansas, the Negro has very little opportunity for work of a professional nature. The only members of this community who engage in professional or in semi-professional work are the teachers in the Douglas School and the ministers in the Negro churches. There is regularly a large group from outside the community who are attending Kansas State College, but this group has no bearing on the group which was selected for study or on the local Negro population.

The small local population of Negroes is of insufficient size to support Negro doctors, lawyers, or dentists. As long as these

members of the total Negro population are excluded from the group from which the sample was drawn, it is quite evident that it can not be contended that this study will give results indicative of the entire Negro population. It should be made plain then that this is not a study of a biological race but of a socio-economic group within a race.

As a further complication of the issue, it was found that the Negro as such does not constitute a race but a complex mixture of several African races along with various white races and American Indians.¹ In a study conducted for the American Youth Commission, Sutherland concluded that:²

-- if race is a biological matter, it should be studied with reference to genetic traits and not social definition and attitude. -- if race is a socially defined affair, it should be studied in terms of attitudes and not chromosomes.

Ways in Which This Study Should Prove Valuable

Although broad conclusions can not be drawn from the facts here presented, this study should be valuable in two very important ways. First, the population here sampled is very similar to the Negro population in many other small cities. Only in the very large cities will one approach a complete cross section of the whole Negro population. Second, although broad generalizations can not be drawn, some areas in which the Negro youth of Manhattan tend to have school adjustment problems may be located and defined. If the study group

¹ Frazier, Edward F., The Negro in the United States (New York: The Macmillan Co.), 1949.

² Sutherland, Robert L., Color, Class, and Personality (Washington: American Council on Education), 1942, p. xiv.

is similar to that which may be found in other small cities, it should experience adjustment difficulties in approximately the same areas. Guidance practices prescribed for the Manhattan Negro youth should be appropriate for those pupils who enter the junior high school at a later date in Manhattan or elsewhere.

The Group Selected for Study

The group which was studied, hereafter referred to as the study group, comprised the entire Negro enrollment in the seventh, eighth, and ninth grades of the Manhattan Junior High School during the school year 1947-1948. In order to include those who dropped out during the 1947-1948 school year, the study group is further defined as those Negroes who enrolled in the seventh, eighth, and ninth grades at the beginning of the 1947-1948 school term. One very important reason for selecting this particular group for the study was the fact that more data were available for this group than for any other age group. The study group had scores available from the Bell School Inventory and the Bell Adjustment Inventory.¹ These inventories were checked by the entire enrollment of the seventh, eighth, and ninth grades during the 1947-1948 school term. The fine cumulative personnel records which are maintained throughout the Manhattan Public Schools also greatly facilitated the study.

¹ Buxton, E. A., School Adjustment and Personal-Social Adjustment of Junior High School Pupils. An unpublished Master's thesis, Kansas State College, Manhattan, Kansas, 1950.

The thirty-seven pupils studied consisted of 7 seventh graders, 19 eighth graders, and 11 ninth graders. There were 23 girls and 14 boys in the group. In order to guard the identity of the members of the study group, the different individuals are identified only by numbers.

All members of the group lived in the Negro section of the city of Manhattan. There was considerable difference in the housing of the youths studied. It varied from extremely poor, dirty shacks to pleasant, clean, cultural homes. Interviews were conducted in 20 different homes. Thirty of the 37 pupils lived in these 20 homes. Two other homes were seen, but no interviews were held. Homes for five of the pupils were not seen. These five pupils had moved from town before the interviews started. The author classified the 22 homes seen as either satisfactory or unsatisfactory. The basis for classification was physical adequacy.

There were two very distinct types of homes. Ten of the homes in which interviews were conducted were situated on a regular city street. They were neat on the outside, apparently in good repair. They had several rooms. They were neatly and comfortably furnished. An eleventh home in which no interview was held also matched this description. The other 10 homes in which interviews were held all had three things in common. They were more or less inaccessible. They had no paint on the outside and were in desperate need of repair. They were extremely small and crowded with beds, too cluttered up on the inside to appear livable. An eleventh home in which no interview was held was also classified

as unsatisfactory. Basis for these classifications was entirely on physical aspects. Psychological factors were not taken into account.

A check was made on the number of children in the homes where interviews were held. It was found that in the 10 homes which were held to be unsatisfactory that there were 57 children, while in the 10 homes which were held to be satisfactory there were 34 children. The number of children in the homes which were unsatisfactory may help to explain their general run-down condition. In the 20 homes where interviews were held, a total of 91 children were found. This picture is not a completely accurate picture of housing conditions for the Negro youth in the group. In many homes, there were several families living together. As a good example of this, children with several different last names were found all living with a grandmother in one house. In these cases, the children themselves actually didn't know in all cases just how many people either ate or slept in the same house with them. They seemed very confused over the question of "How many children are there in your family?", but it is believed that they gave only the number of full brothers and sisters.

A better understanding of the problem encountered here may be reached with some figures on the number of broken homes which were found. Of the 20 different homes in which interviews were held, and this included 30 of the 37 pupils in the group studied, only 7 homes were found which were complete with both of the pupil's real parents living in the home. The other thirteen homes were broken homes of some form. There were seven more homes on which no information was

available. The father was known to be dead in two of the homes. In seven of the homes, both a father and mother were present; but divorces and remarriages had taken place. In four homes one or more of the parents was absent for other reasons, none of which were checked.

A check was next made on the work which the bread winner engaged in to support the 20 homes interviewed. It was found that the two chief jobs were janitor and mechanic. There were 6 janitors and 5 mechanics reported in the 20 homes. The other 9 homes were supported by the following occupations: working for city, 2; plasterer, 1; working in Arizona, 1; working in an Army Post exchange, 1; minister (stepfather), 1; farm work, 1; housemother, 1; "ex-service man," 1.

From the above account, the reader will have some idea of the makeup of the group which was studied. It was a group which showed a great deal of differences in many ways, yet this group had one thing in common; all of them were Negroes.

There is another very important item to consider for members of this group. That is the educational opportunity offered to them. In Manhattan there is a separate Negro grade school known as the Douglas School. There were four teachers in the Douglas School. Instruction was conducted from the kindergarten through the sixth grade. The school plant itself is relatively new, very neat and clean. Instruction is probably as good as can be provided for the small enrollment that is carried. The enrollment in the Douglas School was 68 in the fall of 1948.

After leaving the Douglas School, the next step in the education of these Negro children is the Manhattan Junior High School.

Here the Negro girl or boy must make many adjustments. There were 447 enrolled in the junior high school in the fall of 1948. All of the Manhattan grade schools send their graduates to the junior high school. The Negro youth must make all of the adjustments which are required of the white child; and, in addition, he must adjust himself to going to school with white children and studying under white teachers. He no longer is on equal terms with everyone, but he is now a member of a minority group. Now, perhaps for the first time, he begins to realize what it is to be a Negro.

Just how important is the Negro to the student body of the junior high school? In numbers he makes up a little less than ten per cent of the total enrollment. When the Bell School Inventory and the Bell Adjustment Inventory were given to the junior high pupils, there were thirty-seven Negro pupils and four hundred and one white pupils enrolled for the three-year junior high. This indicates that roughly eight per cent were Negroes, which is closely comparable with numerical importance of Negroes in the United States.¹ The Negro youth in changing from the sixth grade to the seventh grade must make a change from being like everyone else in school to being like only one out of twelve in school. That the Negro youth is faced more and more with problems of this same type undoubtedly accounts for the findings made by Engle.²

-- it appears certain that race attitudes and their effects upon personality become far more strongly developed as

¹ Embree, Edwin R., Brown Americans, the Story of a Tenth of the Nation (New York: Viking Press), 1947, p. 247.

² Engle, T. L., "Personality Adjustment of Minority Group Children," Journal of Educational Psychology, 6:543-60, 1945.

they go through adolescence to adulthood and parenthood; as they grow older, that is, they learn that their status and opportunity for full human participation in this civilization are vitally affected in a great many points by racial prestige or racial stigmas.

Methods Used in This Study

Information for this study was obtained from three different types of sources. First, the school authorities were interviewed. The information obtained from this source was used to find whether or not there were any special problems encountered in the education of the Negro pupils in the junior high schools. Principals and office personnel were the chief sources of material of this type. Second, information was obtained from school records. Material which was available included the following:

1. Attendance records
2. School marks
3. Stanford Achievement Test records as recorded on the cumulative personnel folder
4. Scores made on the Bell School Inventory
5. Scores made on the Bell Adjustment Inventory
6. Indicated IQ as recorded on the cumulative personnel folder

The third source of information was the pupils themselves. In conducting the interviews, a questionnaire was used with a prepared list of questions. It was hoped that all of the interviews could be conducted in complete privacy in the homes of the individuals. Although this would have been the best possible procedure, it was not possible to achieve these conditions for all of the people who

were interviewed. This undoubtedly affected the results of the interviews to a considerable extent. Some of the answers which were obtained would be the same, however, regardless of who was listening. Some questions regarding attitudes were undoubtedly rendered less valid by the presence of parents or siblings.

In some ways the presence of others was advantageous. The general home atmosphere, the attitudes of parents toward the school, the degree of parental authority, were easily observed where the others entered into the interview. The objectivity of the interview is lessened in these instances, but the subjective measurement of the interviewer gains considerable importance in this type of interview.

For the results of these interviews with some of the observations of the interviewer, the reader's attention is invited to the Appendix. The brief case histories included there were written in most instances from the data recorded immediately after each of the interviews.

INDICATIONS OF ADJUSTMENT PROBLEMS

From an administrator's standpoint, the problems encountered in this study on the education of Negro youth were many and clear-cut. One of the major problems was attendance. It was believed the Negro pupils in general were tardy oftener and were absent oftener than the white pupils. Findings on this topic are presented in more detail later.

Low scholastic achievement of the Negro youth was named as the second most important problem. It was believed that the Negro

pupils were poorly prepared for taking the initiative necessary for success in their junior high subjects. More information on both scholastic achievement and school marks is presented later.

Lack of financial means was given as another problem occurring in the education of Negroes. It was stated that the Negro youth in many cases was unable to obtain money to pay fees, rentals, etc. There was considerable difficulty in obtaining books and other instructional material. It was believed that the Negro pupils, especially the girls, were jealous of the more expensive clothes and gay colored accessories of the more fortunate white girls. This lack of financial resources then led to many acts of petty thievery. It was stated that generally to find articles known to be taken from lockers it was only necessary to wait for them to show up in the halls on the girl who had taken them. Calling parents and telling them that the police would be called into a case was reported to have brought about the return of several missing articles. It should be pointed out that the school authorities generally come in contact with discipline cases much more often than with pupils who need no discipline.

An inability to adjust to the junior high school situation was given as another area of maladjustment for the Negro pupils. It was believed that they had considerable difficulty in taking the initiative necessary for the junior high situation. This problem, as well as all of the other problems encountered in educating the Negro youth, was believed to become more acute later on in the high school. It was believed that the problems, rather than lessening with school experience as was expected in the white

children, became more serious all through the junior and senior high school. This may indicate some need for special guidance procedures for the Negro youth. An analysis of guidance procedures now in use is presented later in this study.

No special mention was made of problems presented by low general intelligence or by early school drop-outs. Problems in these areas were implied, however, and discussion of these points will be found later in this study.

Analysis of Attendance Records of Negro Pupils

Writing for the United States Office of Education, Ambrose Caliver reported, "From a cursory view of several bodies of data there appeared to be slight difference between white and colored pupils in the matter of attendance in high school."¹ In a questionnaire which was sent out to high school administrators to locate the causes of absences in Negro pupils, the factors listed in their order of frequency were work, poverty, parental indifference, and illness.²

Attendance records for the school year 1947-1948 were studied. Six cases out of the 37 were discarded because of their being for an incomplete year. The findings for the 31 cases studied are listed in Table 2. Next it was determined to examine the data for causes of poor attendance. Attendance records for those from satisfactory

¹ Caliver, Ambrose, Secondary Education for Negroes, United States Office of Education Bulletin 17. Washington: Government Printing Office, 1932.

² Loc. cit.

Table 2. The number of half days which 31 Negro pupils were absent from school during the 1948-49 term.

Half days absent	:	Number of cases	:	Half days absent	:	Number of cases
0		5		17		1
1		1		18		1
2		5		20		2
3		1		22		1
5		1		23		1
6		3		24		1
10		2		28		1
11		1		30		1
12		2		39		1

Mean 10.7

Table 3. The number of half days which 31 Negro pupils classified according to satisfactory and unsatisfactory home environment were absent from school during the 1948-49 term.

Half days absent	:	Number of cases from satisfactory homes	:	Number of cases from unsatisfactory homes
0		5		0
1		0		1
2		4		1
3		1		0
5		0		1
6		0		3
10		1		1
11		1		0
12		0		2
17		0		1
18		1		0
20		0		2
22		0		1
23		0		1
24		0		1
28		1		0
30		0		1
39		0		1

homes and those from unsatisfactory homes were compared. Data presented in Table 4 show what relationship existed. The data indicate that significant differences existed between the attendance of pupils from satisfactory and those from unsatisfactory homes. It can be stated that at the .02 level of confidence Negro pupils from the satisfactory homes have significantly better records of attendance than Negroes from the unsatisfactory homes.

Table 4. A comparison of attendance records for Negro pupils classified according to satisfactory and unsatisfactory home environment.

	Pupils from satisfactory homes	:	Pupils from unsatisfactory homes
Mean number of half days absent	5.9		14.6
N	14		17
Standard deviation	7.88		10.86
Standard error of mean	2.1		2.64
Difference of the means		8.7	
Standard error of diff.		3.54	
Significance ratio		2.46	

A comparison was made between the attendance records of the white pupils and the Negro pupils. The figures used in this comparison were taken from average daily attendance records. By subtracting the average daily attendance from the enrollment, a figure representing the average daily absences was obtained.

Enrollment	447
Average daily attendance	429
Average daily absences	17.9

Multiplying this figure by the number of days school was in session yields a figure representing the total number of absences for the year. Subtracting from this the total number of absences of Negro pupils during the year yields the total number of absences

for white pupils. Then dividing by the number of white pupils, we obtain the mean number of days absent for white pupils. This mathematical process is indicated below.

Average daily absences	17.9
Days in term	<u>172</u>
Total absences	3078.8
Total number Negro absences	<u>333</u>
Total number white absences	2745.8
Number of white pupils	<u>416</u>
Mean number of days absent	6.6

The final figure above is the mean number of whole days which white pupils were absent from school. Figures so far given for the Negro youth have been in terms of half days. From Table 2, the mean number of half days absent for Negro pupils was 10.7. The mean number of half days absent for white pupils would be obtained by multiplying the number of whole days absent by two. Thus, we find that the white pupils were absent 13.2 half days to the 10.7 half days absent for Negro pupils. Insufficient data were available to make a more complete statistical comparison. However, the fact is here pointed out that the mean number of half days absent for white pupils exceeded the mean number of half days absent for Negro pupils by 2.5 days.

Poor attendance was given as an administrative problem in the educating of Negroes. Although the mean number of absences was less for Negroes than for white pupils, the great range in number of absences for Negro pupils indicates a problem did exist. The extreme cases of poor attendance would be the ones which came to the attention of the school administrator.

Table 5. Mark distribution by subject matter for Negro pupils in the Manhattan Junior High School, in comparison with all pupils.

Subject	Marks					Total
	I	II	III	IV	F	
English	2	12	30	35	8	87
Mathematics	5	10	18	39	15	87
Social Studies	3	7	28	38	11	87
Home Economics	7	21	13	6	1	48
Phys. Educ.	23	28	24	7	2	84
Art	0	2	19	11	0	32
Intro. Business	1	2	3	2	1	9
General Science	1	3	12	13	6	35
Hygiene	1	6	11	12	0	30
Wood Working	0	4	7	4	2	17
Crafts	0	2	5	0	0	7
Music	21	25	17	1	1	65
Totals	69	122	189	168	47	595
Per cent each mark is of total	11.6	20.5	32	28	7.9	100
Totals for music and Phys. Educ.	44	53	41	8	3	149
Totals exclusive of music and Phys. Educ.	25	69	148	160	44	446
Per cent each mark is of total exclusive of music and Phys. Educ.	5.6	15.5	33	36	9.9	100
Mark distribution for all pupils first semester	15.1	36.1	36.1	11.0	1.7	100
Mark distribution for all pupils second semester	20.6	35.1	32.5	10.4	1.4	100

Analysis of School Marks Made by Negro Pupils

All school marks which were available for the Negro pupils for the seventh, eighth, and ninth grades were tabulated. If we compare the marks made by the Negro pupils with marks for the entire school, it is seen that the Negro pupils had marks which compared closely at the III level. Marks above III's were made less often

by the Negroes than school mark distributions would indicate was normal. Marks below III's were correspondingly more frequent than school mark distributions would indicate as normal. The degree of inferiority of school marks depends upon whether or not all marks are considered. High marks were made in music and physical education, which distorted the over-all picture of mark distribution. Since percentages for comparison were given for marks made in all subjects including music and physical education, it is probable that comparison of these figures with marks made by the Negro pupils on only the solid subjects would be misleading.

A secondary feature of Table 5 which should be considered is the total number of marks in each subject. Wood working, crafts, and business had the fewest Negro pupils enrolled. It is seen that most of the Negro pupils were enrolled in physical education classes. Music, while popular as a subject, did not have an enrollment comparable with physical education and required solid subjects. For the number which was enrolled, the marks were higher in music than in any other subject including physical education.

Educational Age of Negro Pupils as Indicated by the Stanford Achievement Tests

Some work has been done on the educational attainment of the Negro pupil as compared to white pupils. Witty and Decker, working in the Coffeyville (Kansas) Public Schools, found that the educational age of white children exceeded the educational age of colored children at all ages.¹ They further found that the difference in

¹ Witty, Paul A., and A. I. Decker, "A Comparative Study of the Educational Age of Negro and White Children." Jour. of Educ. Psych. 18:497-500, 1927.

Table 6. Educational ages and educational age retardation of Negro pupils in the Manhattan Junior High School as determined by the Stanford Achievement Test.

Educational age in years	Frequency for tests taken at 8.1 level	Educational age retardation 8.1 9.1	Frequency for tests taken at 9.1 level
4.8	3	3.3 4.3	0
5.0	2	3.1 4.1	0
5.2	1	2.9 3.9	0
5.4	2	2.7 3.7	0
5.5	1	2.6 3.6	0
5.6	1	2.5 3.5	0
5.9	0	2.2 3.2	1
6.0	2	2.1 3.1	1
6.2	0	1.9 2.9	1
6.4	1	1.7 2.7	0
6.8	0	1.3 2.3	1
7.0	0	1.1 2.1	2
7.6	1	0.5 1.5	0
7.7	0	0.4 1.4	1
8.1	1	0.0 1.0	0
10.8	0	-2.7 -1.7	2

educational ages of white and colored children increased as the chronological age of the children increased. It was found that the educational age of white children was 27.4 months above that of Negro pupils at a chronological age of thirteen. "It was further found that only 14.5 per cent of the Negro children reach or exceed the median educational age of the white children."¹

As a group, the Negro pupils are retarded in their school achievement when they come to the Manhattan Junior High School. Educational age as found by the Stanford Achievement Test was tabulated for the 24 Negro pupils in the study group who had taken the test. It was found that in only two cases did the educational

¹ Loc. cit.

age exceed the pupil's school grade placement. The results of this tabulation of educational ages is shown in Table 6.

The median retardation in educational age computed from Table 6 was found to be two years and six months for eighth grade pupils. The educational age as used in the achievement tests is based on a ten-month year. The median retardation was then twenty-six months at the eighth grade level. Witty found that pupils of the same age group in the Coffeyville schools were retarded 27.4 months.

The mean retardation of the Manhattan Negro pupils was also computed. The mean for the eighth grade pupils was found to be two years and four months. The mean retardation of the Negroes on tests taken in the ninth grade was found to be one year and five months. The selective factor of compulsory attendance shows up readily in these figures.

Financial Status Indicated by Occupation of Family Head

An examination of the occupations of the family heads as they are listed on page 8 indicates that problems would very likely exist in obtaining money to take care of needs resulting from school attendance. None of the parents was indicated as having a high-paying job, and the number of children in each family was large. The group was divided in half by the question, "What work do you do?" Half of the pupils indicated that they held regular jobs to earn money for school. The other half did not hold regular jobs during the school year. All of the members of the study group indicated that they worked for pay at least part of the time. The number of hours spent each week varied greatly and were in most cases indefinite.

Scores Made on the Bell School Inventory

Scores made on the Bell School Inventory were examined to determine the general adjustment of the Negro pupils to the junior high school situation. Norms were available for the entire school population, and scores were available for the Negro pupils. A method was devised by which norms for the white pupils exclusive of the Negro pupils could be determined from these data. Steps in the calculation of norms for white pupils are indicated below.

First, the formula for the mean was solved for the summation of all scores. The subscript "T" indicates norms for the entire school; subscript "W" indicates white; second subscript "N" indicates Negro.

Second, a summation was made for the scores of the Negroes. This was then subtracted from the summation of the scores of the total group. The result was the score summation for the white pupils.

Third, the number of Negroes was subtracted from the total number of pupils included in the above calculations. This corrected "N" was then divided into the corrected total score summation. The result was the corrected mean.

Similar steps were taken to secure the square of the deviations from the mean for calculation of the corrected standard deviation. The final formula for corrected standard deviation is given below.

Table 7. Scores of Negro boys and Negro girls compared with the mean scores of white boys and girls on the Bell School Inventory.

	Boys	:	Girls
Scores of Negro pupils	37 36 34 33 31 30 30 30 29 27 27 17 9		91 64 50 34 31 27 24 23 23 22 20 20 18 18 14 11 9 6 2
Mean scores for Negro pupils	28.46		26.68
N	13		19
Standard deviation	7.78		20.77
Standard error of the mean	2.27		4.89
Mean score for white pupils	24.88		25.04
N	214		191
Standard deviation	14.83		13.45
Standard error of the mean	1.01		.98
Difference of the means	3.58		4.27
Standard error of the difference	2.45		4.99
Significance ratio	1.46		.86

No statistically significant differences, even at the five per cent level of confidence, were found between the scores of the white and Negro pupils compared by sexes. Some of the very low scores made by the Negro girls were responsible for offsetting the extremely high scores made by three of the Negro girls. The scores of 91, 64, and 50 indicate a serious degree of maladjustment to the school situation.

A more complete discussion of the home background and causitive factors for the poor adjustment of these three pupils may be found in case histories number 12, 16, and 27. Although no statistically significant differences were found between the scores of white and Negro pupils, it is indicated by the scores in Table 7 that the Negroes of Manhattan were more poorly adjusted to the junior high school situation than were the white pupils.

Scores Made on the Bell Adjustment Inventory

Scores made on the Bell Adjustment Inventory were examined to determine the personal-social adjustment of the Negro pupils. Five sets of scores were available from this one test. The total scores made on the inventory and the separate scores on each of the four parts were examined. Norms were available for the entire school population. The method described in the precious section of the Bell School Inventory for determining corrected norms for the white pupils was put in use for comparative purposes. These corrected norms were compared with the scores of the Negro pupils for each of the five sets of scores separately.

Total Scores on the Bell Adjustment Inventory. The total scores on the Bell Adjustment Inventory were tabulated in Table 8. Low scores show a better degree of adjustment than high scores. It was observed that the Negro boys had scores which indicated a better adjustment than the white boys. A statistical comparison of the scores of Negro boys and white boys indicated that significant differences did not exist at the .05 level. The comparison of scores made by Negro girls and white girls indicated that significant

Table 8. Scores of Negro boys and Negro girls compared with the mean scores of white boys and girls on the Bell Adjustment Inventory.

	Boys	:	Girls
Scores of Negro pupils	85		108
	76		98
	58		75
	52		74
	49		70
	45		68
	44		67
	44		64
	30		64
	29		63
	22		56
	21		53
	16		52
			47
			45
			41
			37
			32
			21
Mean scores for Negro pupils	30.05		59.70
N	13		19
Standard deviation	37.77		20.30
Standard error of the mean	10.91		4.90
Mean score for white pupils	35.90		40.86
N	214		192
Standard deviation	18.14		14.65
Standard error of the mean	1.24		1.06
Difference of the means	5.85		18.84
Standard error of the difference	10.96		5.01
Significance ratio	.53		3.76

differences did exist. It can be stated above the .01 level of confidence that the personal-social adjustment of Negro girls was poorer than the personal-social adjustment of the white girls.

Individual scores of the Negro pupils were examined. The two scores made by boys which showed the poorest adjustment were made by boys from unsatisfactory homes. See case histories number 9 and 12 for a more complete discussion of these boys' home background.

The two girls who made the poorest scores were from one satisfactory and one unsatisfactory home. Their home background is considered in more detail in case histories number 16 and 27. It is pointed out that these two girls were included in the three making the poorest scores on the Bell School Inventory.

Scores Made on the Home Section, Bell Adjustment Inventory.

The scores made on the Home Section, Bell Adjustment Inventory were studied. These scores are tabulated in Table 9. Separation of the scores of those from satisfactory and those from unsatisfactory homes was also made, but no difference in the home adjustments was observed. The mean scores of the two groups were different only when taken to the second decimal place. Comparison of the white and Negro pupils' scores on the home section indicated no significant differences at the .05 level of confidence for the boys. Significant differences were found in the comparison of scores of white and Negro girls. It can be stated above the .01 level of confidence that Negro girls were less satisfactory in home adjustment than were the white girls.

A study was made of the individual scores on the home section. The boy making the poorest score was from a satisfactory home. A discussion of psychological factors not considered in classifying the home may indicate the reason for the poor adjustment of this boy. For information on the home environment, see case history number 13. The two girls making the poorest scores were both from satisfactory homes. For their home background, see case histories number 27 and 17. It is pointed out that case history number 27 was referred to in the two previous sections on total scores on the Bell Adjustment Inventory and scores on the Bell School Inventory.

Table 9. Scores of Negro boys and Negro girls compared with the mean scores of white boys and girls on the Home Section, Bell Adjustment Inventory.

	Boys	Girls
Scores of Negro pupils	19 18 17 15 14 13 10 10 9 7 2 2 0	30 29 25 20 19 18 17 14 12 12 11 11 10 9 8 8 7 6 5
Mean scores for Negro pupils	10.46	14.26
N	13	19
Standard deviation	6.07	7.33
Standard error of the mean	1.75	1.72
Mean scores for white pupils	8.98	9.33
N	214	192
Standard deviation	5.67	6.27
Standard error of the mean	.38	.45
Difference of the means	1.48	4.93
Standard error of the difference	1.49	1.80
Significance ratio	.99	2.73

Scores Made on the Health Section of the Bell Adjustment Inventory. Scores made on the Health Section of the Bell Adjustment Inventory are tabulated in Table 10. Comparison of the norms for the white boys with the scores of the Negro boys indicates that the Negro boys as a group were well adjusted. The mean score for the Negro boys was lower than the mean score for the white boys. It was not sufficiently lower to yield statistically significant

Table 10. Scores of Negro boys and Negro girls compared with the mean scores of white boys and girls on the Health Section, Bell Adjustment Inventory.

	Boys	:	Girls
Scores of Negro pupils	17 14 11 10 10 10 9 7 6 3 3 3 2		24 18 18 15 15 15 14 11 11 10 10 10 9 8 8 8 7 5 3
Mean scores for Negro pupils	8.08		11.53
N	13		19
Standard deviation	4.43		4.96
Standard error of the mean	1.28		1.16
Mean scores for white pupils	9.03		9.09
N	214		192
Standard deviation	5.12		4.93
Standard error of the mean	.35		.35
Difference of the means	.95		2.44
Standard error of the difference	1.93		1.22
Significance ratio	.49		2.00

differences even at the .05 level. The girls, on the other hand, were found to be more poorly adjusted than the white girls. It can be stated from Table 10 at the .05 level, but not at the .01 level of confidence, that the health adjustment of the Negro girls was poorer than the health adjustment of the white girls. For a background study of the boy having the poorest score on this section, see case history number 9. For the girl having the poorest score, see case history number 16.

Table 11. Scores of Negro boys and Negro girls compared with the mean scores of white boys and girls on the Social Section, Bell Adjustment Inventory.

	Boys	:	Girls
Scores of Negro pupils	28 22 22 17 14 13 13 12 11 11 9 7 6		25 25 22 20 20 19 18 17 17 17 17 17 16 16 16 14 13 12 1
Mean scores for Negro pupils	14.23		16.95
N	13		19
Standard deviation	6.17		5.04
Standard error of the mean	1.77		1.18
Mean scores for white pupils	15.21		14.09
N	214		192
Standard deviation	6.55		8.62
Standard error of the mean	.45		.62
Difference of the means	.98		2.86
Standard error of the difference	1.83		1.33
Significance ratio	.53		2.15

Scores Made on the Social Section of the Bell Adjustment Inventory. Scores made on the Social Section of the Bell Adjustment Inventory were studied with practically the same results as on previous sections. The scores made by the Negro boys indicated slightly better adjustment than the scores made by the white boys. When compared statistically, no significant differences were found.

Scores made by the Negro girls indicated poorer adjustment than did the scores made by the white girls. The extent of the difference between the scores of the Negro girls and the white girls can be determined from Table 11. Significant differences existed at the .05 level of confidence, which indicated that the Negro girls were less well adjusted than were the white girls.

Investigation of individual scores indicated that the same persons who made high scores on other sections also scored high on this section. For the case history of the boy having the poorest score, see case history number 9. The two girls having the poorest scores are written up in case histories 16 and 12.

Scores Made on the Emotional Section of the Bell Adjustment Inventory. The scores made on the Emotional Section of the Bell Adjustment Inventory followed the same pattern observed before. The boys had scores the mean of which was slightly lower than the mean for the scores made by the white boys; the girls had scores the mean of which was slightly higher than the mean of the scores made by the white girls. The chief difference in the scores on this section as compared with scores previously considered was that the extent of the differences was smaller. Significant differences were not found in the scores of either the boys or the girls at the .05 level of confidence.

The girl making the poorest score was from an unsatisfactory home (see case history 16), but there was some indication that the girls from satisfactory homes did less well than the girls from the unsatisfactory homes. Some work already done on emotional adjustment has tended to indicate that the Negro youth from the upper

Table 12. Scores of Negro boys and Negro girls compared with the mean scores of white boys and girls on the Emotional Section, Bell Adjustment Inventory.

	Boys	:	Girls
Scores of Negro pupils	23		34
	22		30
	15		27
	13		23
	13		22
	11		21
	11		20
	10		20
	7		20
	6		13
	6		17
	5		15
	3		14
			10
			8
			7
			7
			6
			4
Mean scores of Negro pupils	11.15		17.00
N	13		19
Standard deviation	5.93		8.26
Standard error of the mean	1.17		1.94
Mean scores of white pupils	11.17		16.41
N	214		192
Standard deviation	6.70		5.06
Standard error of the mean	.46		.37
Difference of the means	.02		.59
Standard error of the difference	.21		1.93
Significance ratio	.09		.30

class family who has the most education tends to suffer more frustrations, conflicts, and strains.¹

Investigation of those making high scores and those making low scores on the inventories indicated that the same persons scored high consistently, and the same persons scored low consistently.

¹ Sutherland, Robert L., Color, Class, and Personality (Washington: American Council on Education), 1942, P. 68.

Poor adjustment in one area was generally accompanied by poor adjustment in the other areas measured. There are, of course, other explanations of this observation. Answers on inventories may be influenced by many factors other than personal attitudes. The School Inventory places the pupil in jeopardy. In most questions, it is obvious which answer is desirable and which answer is less desirable. The adjustment inventory would fail to yield a true picture if the pupil answering the questions was on the defensive for his home, race, etc. We have no way of making allowance for these factors or any of the various other factors which may be determiners of answers on the inventories. From the observation and examination of inventory scores, we can draw no general rules or principles for all Negro pupils. We find indications that the Negro girls may tend to be less well adjusted than the Negro boys in Manhattan. There is some indication that the Negro boys compare favorably with white boys in adjustment both to school and in the personal-social areas. There is some indication that the Negro girls do not compare favorably with white girls in these areas. Both of these observations are for Manhattan Negroes only and are not supported by statistically significant differences in inventory scores.

Distribution of Intelligence Test Scores

General intelligence as measured on a single intelligence test may have limited significance. There is also the possibility that the tests of intelligence discriminate against minority groups. Beckham found in his study of a large group of Negroes in a Northern city that Negroes did not suffer significantly from white children

in the same city.¹

The Henmon-Nelson test is administered to all Manhattan Junior High School pupils. IQ's had been recorded for all of the pupils in the study group except one who was not in school long enough to take the test. In several cases two IQ's were recorded. In these cases, the other score was from the Detroit Beginners test which was administered in the lower grades. All of the IQ's recorded in Table 13 were taken from the test given upon entrance into the junior high school.

Table 13. Distribution of intelligence quotients of 36 Negro pupils in the Manhattan Junior High School.

IQ	:	Pupils	::	IQ	:	Pupils
114		1		93		1
111		2		92		1
110		2		91		2
109		2		90		2
108		1		88		1
107		1		82		1
106		1		78		1
105		1		74		3
103		1		72		1
102		1		71		1
100		2		70		1
98		1		66		1
95		1		65		1
94		1		54		1
Mean 92.11						

No norms were available for statistical comparison with the performance of white children in the junior high school. The scores available would indicate that many of the Negro pupils should

¹ Beckham, A. S., "Intelligence of a Negro High School Population in a Northern City." Journal of Genetic Psychology, 54:327-36, 1939.

experience considerable difficulty with junior high and high school work. According to Terman's classification, thirty-three per cent of the Negroes in this group were below average in intelligence. Approximately 13.9 per cent of the Negroes in this group would be classified above average. The average classification of Terman ranges from 90 to 110. None had IQ's above 120.

Drop-Outs of Negro Pupils

The greatest single indication of adjustment problems in the educational process is probably school drop-outs previous to graduation. The study group originally contained 37 pupils. Of this group, 20 members were out of school three years later for reasons other than graduation. There were 11 ninth graders in the original group. Three years later they should have graduated. Five of the original 11 ninth graders graduated. The other 6 were not in school in Manhattan. Of the original 19 members of the group who were in the eighth grade, 6 remained three years later. The members who were in the seventh grade at the time this study started made the best record for staying in school. Six of the 7 who started in this group were still in school three years later. Four of the 20 Negro pupils who had dropped out in the three-year period requested transcripts sent to other schools. No check was made on how many of these remained in the school where they transferred credits. It can be assumed that the other 16 drop-outs had not reentered school in any other city after leaving the Manhattan schools.

Reasons for the Negro pupils leaving school were not readily obtained. The most common reason given was simply "lack of interest."

Five of these sixteen drop-outs were, in the opinion of the school authorities, pregnant at the time of leaving school. This report could not be verified, but two of the five reported to be pregnant were observed to be pregnant at the time of the interview. The other three reported to be pregnant were out of town or unavailable for interviews at the time the interviewer called. One other member of the sixteen drop-outs was married previous to her senior year of high school and dropped out after two attempts to find interest in her studies. One member of the sixteen was suspended after a court action and hard feelings over a "boy friend" riot threatened to cause trouble in school. She never returned or had any transcript of credits sent to any other school. Three more members for no known reason never returned to school after finishing the eighth grade. One never returned after finishing the ninth grade, no known reason. The other five members of the sixteen who dropped out never returned to school after completion of the sophomore year. No reason was given for their dropping out other than "lack of interest."

The drop-out rate is high for Negro youths throughout the country. The findings on Manhattan Negro youths have been in close agreement with results of much broader studies undertaken by the American Council on Education.¹ In these large studies, it was found that, "The probability that a Negro youth will not go beyond the eighth grade is twice as great as it is for the white youth."

¹ Bell, Howard M., Youth Tell Their Story (Washington: American Council on Education), 1938, p. 57.

It was found that 68.4 per cent of the Negro youths out of school went no farther than the eighth grade. The corresponding figure for white youths is 33.2 per cent. An additional 17.4 per cent of the Negro youths complete the ninth, tenth, or eleventh grade.¹ Comparison of the Manhattan pupils in the study group with these figures would indicate that Manhattan Negroes complete more schooling than the members of the large group used by the American Council on Education.

ANALYSIS OF ADJUSTMENT PROBLEMS BY TYPES

Evidence from the Bell Adjustment Inventory indicates that the Negro girls as a group experience more difficulty in adjusting to the junior high environment than do the Negro boys. It is probable that a good explanation of this is the greater difficulty for the girls to experience real success. The Negro boy has several outlets for success which are not open to the girls. Soon after entrance into the junior high school, the boys may find "fame" and success as athletes. As members of teams, either intramural or interscholastic, they begin to belong to the group. They become known to all of the school pupils both colored and white. The popular conception of athletes being "big and dumb" becomes a good alibi for any shortcomings in their school work.

The girls have no areas in which they can experience this success. Music work seems to attract many of the girls. Those doing well in music seemed from a cursory examination to be better

¹ Bell, Howard M., *op. cit.*, p. 61.

adjusted individuals and more likely to remain in school. There was insufficient data to make statistical comparisons of these observations. It is unlikely that any individual could reach the level of success in music which could be reached in athletics with the present day stress on athletes.

As further evidence that the boys are better adjusted than the girls, the drop-out record is recalled to mind. Only 4 boys were included in the 16 Negro pupils who dropped out of school. This question is asked. Were these 4 boys the ones who could not find success in athletics? Many of the Negro boys remain in school in order to be a part of the football or basketball team.

Success in athletics may overcome many difficulties which would develop at home. Even in poor homes, a child is better received who is "making a name for himself." When parents or guardians can read of the athletic prowess of their boys in the daily papers, the treatment afforded the boys would improve. Thus we see that not only may the achieving of success lead to better adjustment to the school situation but also to the home. The scores made by the Negro girls on the home section of the Bell Adjustment Inventory indicated substantially poorer adjustment than the scores made by the white girls.

The pupil who achieves success should also be a better adjusted individual socially and emotionally. The scores made by the boys on the social and emotional sections of the inventory were better as a group than the scores made by the girls. From this analysis it would appear that the success possible for the boys in the athletic program as contrasted to the extremely limited areas open

to the girls is the main contributing factor to differences in the adjustment of the boys and the girls.

Areas of Adjustment Problems Indicated by Interviews

The importance of athletics to the boys was indicated by some of the answers given and comments made during the interviews. One boy said, "Teachers don't give colored kids a chance in sports."¹

This boy was just a seventh grader at the time, and it is suggested that he was experiencing a little delay in finding the spot on the team which he felt he deserved.

We do not intend to overlook the possibility of problems other than the difficulty in achieving success. The Negro pupils interviewed were under extreme handicaps from home environment in many cases. Home to some was just a place to sleep or a place to eat, and not always was the sleeping and eating done in the same house. In trying to find one boy, an aged woman was questioned at the address given as the boy's home address.

"Oh, he doesn't live here days, just nights. He sleeps here, and he eats over at _____'s house."²

The house in which this boy spent his nights was a two-room affair with six or seven beds in it. The boy was of the opinion that there were "either ten or eleven" children in the family. The house where this boy spent his days was a one-room building. An extremely aged woman was the head of this house, where again

¹ See case history number 37.

² See case history number 3.

the small amount of room available was taken up by beds.

Where did this boy go to do any outside studying? Did he have another house in which there was room to sit down with books and paper to write term papers or prepare everyday assignments? This question needs no answer. What type of intellectual challenge did the homes this boy lived in offer to a growing boy? This case has been pointed out, not because it was the only very poor home found, but because it was an example of one of the poorer types of homes.

Scores on adjustment inventories did not indicate the type of home which the pupil came from. Some of the poorest scores made on the inventory were made by those from the better homes. Here again it should be said that not all of the homes were extremely poor in appearance. That part of the home which was not considered in classifying the homes as satisfactory or unsatisfactory would also be a factor contributing to maladjustment of the Negro pupil. The number of broken homes which were found in this study was mentioned previously. In some cases, extreme bitterness toward one or both parents was observed.

"My father? Oh, he don't amount to much. Just lays around drunk next door most of the time."¹

"Mother? Oh, she went off to Salina; and I don't know what she's doing. Don't even care."

The home then was observed to be a causitive factor in maladjustment from two different angles. First, it was in many cases

¹ See case history number 13.

inadequately furnished and inadequate in size to provide for a place to study, for privacy, etc. Second, it was a cause of sorrow and bitterness in many cases where homes had been broken. The pupil who found no success at school had no home to bolster his moral when the school day was done.

Closely related to the adjustment problems in the home is the problem of having financial resources to keep up with the crowd. Teenagers find it imperative to dress according to the latest fads, and these are generally set by the more well-to-do pupils in the school. From an analysis of the occupations of the family heads, it appears highly likely that the Negro pupils would have considerable difficulty in obtaining the money necessary for books and supplies. The hidden expenses in securing an education have been on the increase. Fees must be paid in physical education classes, typing classes, etc. The cost of books and supplies has increased along with everything else. Generally speaking, these expenses will be taken care of if the pupil can not secure the money. The modern school and various other agencies generally make provisions for the needy pupil to meet these expenses. Still, the problem of securing sweaters in the latest style and color, distinctive types of shoes or socks, and all of the other paraphernalia which "all of the other kids" are using at the time confronts the pupil. When it is impossible to obtain these things, another problem looms.

Here, then, is presented a group who feel insecure and unwelcome because of the failure to find success. Added to this problem is an inability to belong to the larger group making up the school population. Later members of the underprivileged group are found

dropping out of school. The reason given is lack of interest. Is the real reason the pupil's lack of interest in the school or a deep conviction reached by the pupil that the school lacks interest in him? The former possibility is next examined.

Can the Negro youths see any hope for a successful future? In the junior high age people, aspirations are generally very high. Among the Negro youths questioned, aspirations were relatively low. When asked what they would like to do for a life work, only one answered that he would like to be an engineer. Four indicated they would like to be teachers; two indicated they would like to be secretaries. The low level of aspiration of the others was not the most significant thing uncovered here, however. When asked what they expected they would do for a life work, only four were of the opinion that they would realize their ambitions. Every one of those who would give any answer to this question except the four mentioned were of the opinion that they would do some work of a considerably lower type than that which they aspired to. The interviewer was of the opinion that the question was resented. Typical replies were, "pour concrete," "housework, out," "don't know," and then some just shrugged.

It was felt that few of the Negroes interviewed had any faith in the future. Those looking forward to jobs as janitors, city garbage collectors, grease rack helpers, concrete pourers, maids, etc., probably saw little that made sense in the traditional studies of English, social sciences, mathematics, and sciences. It is little wonder that the drop-out record said "lack of interest." Those who remained probably did so in spite of "lack of interest" in the school subjects.

Areas of Adjustment Problems Indicated by School Records

Examination of the school records giving marks, educational age, and intelligence quotients indicates that the Negro youth have a problem in yet another area. While the problem of lack of interest which has already been mentioned may be a causative factor in poor scholastic achievement, the added disadvantage of low level of preparation for school work adds an almost insurmountable barrier to satisfactory work in the junior high school. It is not intended to imply that all of the Negro youth do poor school work, but those who do good school work are in the minority. The larger part of the Negroes in the study group should experience trouble with their school work even under conditions of high interest. This was indicated by educational ages which averaged two years and four months below the grade placement. That trouble was experienced with the school work was indicated by the marks made by the Negro youth on the traditional school subjects.

It would appear that the Manhattan teachers are very generous in their assigning of marks for the Negroes. Although the marks given were lower than would be expected of an average group of pupils, they did not reflect the full extent of the low level of achievement presented by the Negroes upon entering the junior high school. School marks of the Negro pupils were high when the scores made on the Stanford Achievement Test were considered.

Here, then, is a problem confronting the Negro pupils. What is the chief factor behind the low level of achievement? It should be remembered at this time that the preparation of the Negro and white pupils is carried out in separate schools. Manhattan provides a

good school for the Negro grade school pupils, but is it as good as the schools provided for the white pupils? With the much smaller enrollment, with the smaller number of teachers, with the low level of achievement indicated by the Stanford Achievement Tests, there seems to be but one answer. Good schools can be provided for small numbers of pupils, but making them as good as larger schools is a problem. In theory, the Douglas grade school is an "equal" school. In practice, it appears to be unequal to the schools provided for the white pupils.

PROVISIONS FOR IMPROVING ADJUSTMENT NOW IN EFFECT

The junior high school administration follows several practices at the present time which are intended to aid the Negroes in making the adjustment to the junior high school and more specifically to aid the Negro youth in adjusting to white classmates. These practices may be divided into three areas of operation. First, a program is used which is intended to aid the Negro to be accepted by the white pupils and to aid the Negroes in accepting the white pupils. Second, practices are used which are intended to encourage the Negro pupils to stay in school. Third, curriculum adjustments are made to interest the Negro pupil in the school program. Each of these provisions for improving adjustment are discussed in the following paragraphs.

To encourage acceptance of the Negro youth by the white pupils, a program is implemented early in the grades of providing mutual contacts. One type of contact which is used is the exchange of programs between the white and Negro grade schools. In these

programs, both the white and Negro pupils have a chance to see the others' school. Each has the opportunity to see what the other does well. This type of contact, if started early enough and continued throughout the grade school years, could conceivably develop some speaking acquaintances between the Negro and white pupils.

Another method of providing contacts is by interschool athletics during the grade school years. This consists, for the most part, of baseball games played in competition between the different city schools. This type of contact could, however, be dangerous. The competition and rivalry which might develop between participating schools may leave its imprint on the pupils long after they become classmates. Joint excursions were mentioned as a third type of contact provided. Excursions are taken to the airport and various other places around the city. These are often arranged so that the Negro and white pupils will have the opportunity to be with one another and share the experience.

To encourage the white pupils' and the white teachers' acceptance by the Negro pupils, the junior high school administrator goes to the Douglas school and speaks to the pupils before they are ready to leave the sixth grade. He explains the junior high school program to them and counsels with them on special problems of an individual nature.

To encourage the Negro youth to remain in school is one of the first problems to confront the administration after the Negroes enter the junior high. Considerable stress is given to the music courses offered, and Negro pupils are strongly encouraged to enter into the music program. The policy is followed in assigning the

pupils to classes to try to prevent isolation of any Negro pupil in a class with no other Negro pupils. This practice is followed as much as possible; but in some cases, it is impossible to avoid placement of a Negro pupil in a class where there are no other Negroes present. One youth interviewed stated that he wished he "could be in classes with more of his grade school friends."

In attempting to make the school work more meaningful and vital to the Negro youth, some adjustment is provided in the curriculum. Vocational classes in printing, crafts, wood working, business, and home economics are offered. The pupils making low marks in academic subjects are encouraged to enroll in these courses. There are, of course, many who make good grades in other subjects who are enrolled in these courses. In curriculum adjustment, the school is bound by required subjects which must be completed. Examination of the marks given to Negro pupils in the vocational subjects indicates that these subjects are not too well received. It is possible that rather than waiting for trouble to develop in the school work it would be best to channel more of the Negro youth into these vocational subjects before trouble begins.

One of the areas of adjustment difficulty discussed in this study was the inability to belong to the group. We have seen that it is attempted to acquaint the Negro and white pupils all through the grade school years. Many of the problems which prevent the Negro from being accepted are beyond the jurisdiction of the school. The problem of insufficient money is quite out of the hands of school authorities.

Another area in which adjustment difficulties were found was in the ability to experience success. It has been mentioned that music is stressed for the Negro pupils. This is a good start toward solving one of the problems in adjustment of the Negroes. The athletic program was not mentioned as a guidance measure, but the extent of good which it does in aiding the Negro boy to find success must be considerable.

The feeling of not belonging to the school group is also attacked from another angle. The visit made by the junior high school administrator is designed to make the pupil feel welcome to the junior high plant. Advising pupils on special problems during this visit should make the pupil feel the concern which the white teachers have for them and their adjustment to the junior high school.

Adjustments made in the curriculum are primarily for the purpose of making the junior high course of study vital and interesting to the pupils. The Negro youth who has come to the conclusion that he will earn his living by doing the same type of work that most of the Negro men or women of his acquaintance are doing has little interest in the traditional program of study. These adjustments made in the curriculum, the study of vocational subjects, is intended to give that vitality to the curriculum necessary to create interest in the Negro pupils. This practice should also encourage the Negro pupils to remain in school longer. The amount of curriculum adaptation possible is unfortunately limited by subject matter requirements which must be met.

RECOMMENDATIONS FOR IMPROVEMENT AND FURTHER DEVELOPMENT
OF THE GUIDANCE PROGRAM

Many of the problems pertaining to the education of Negro youth in Manhattan are beyond the jurisdiction of the school or any associated agencies. It is impossible for the school to change the home environment of the Negro youth. Where there is insufficient money, the school can do no more than provide for payment of fees and the loaning of books. Where the emotional life of the Negro pupil is torn by home conflicts, the school can do very little.

In many cases of emotional maladjustment, the availability of a friend and confidant has been shown to effect some degree of adjustment. The watchful observation of all pupils including the Negro pupils to see when something seems to be bothering them takes little time and effort. Home room teachers especially should be able to take care of this. When pupils, Negro or white, are believed to have some problems on their minds, these may be referred to a counselor or guidance specialist. It is not believed that the teachers themselves could be of much help to the Negro pupils. The best type of counseling could be done by a person whom the pupils would trust completely. It is here suggested that the Douglas School principal serve as special advisor and counselor to the Negro pupils in the junior high school and the high school. A special time should be made available for him to come to the junior high school at regular intervals. A place should be provided where he could sit down in pleasant, comfortable surroundings and talk with the Negro pupils. He could examine their school

marks and discuss them with the pupils. He could discuss difficulties which had arisen in their schooling. He would be a professional person who understood the problems of the school, but still he would understand the point of view of the Negro youth. For many of the Negro pupils, this counselor would probably represent the only adult with interest enough to sit down and talk with him and about him. This counselor should attempt to change from the pupil-teacher type of friendship which started in the grade school to a personal friend atmosphere.

It would be desirable to provide for a Negro woman counselor to handle special problems of the Negro girls. This could be worked out at a future date when Negro women teachers are available from the Douglas School who have had sufficient training in guidance and counseling.

It is not believed that a guidance program of this type would entail any great additional expense for the Manhattan school system. Negro teachers, both the women teachers and the principal, have some time when white art and music teachers are in charge of their classes. A schedule could be worked out to release these Negro teachers during this period to report to the junior or senior high school. This program should be worked into gradually. Some immediate counseling could be done by the principal, who is well trained and competent; but great care should be exercised in selecting a Negro woman for a girls' advisor. Personnel may be available at the present time. No judgment is being passed upon the competence of the present teachers. Selection of the guidance personnel is an administration problem.

The problem of achievement of success would not be solved by the presence of a competent counselor or counselors. Much good can be done in this area by increasing the offerings of the music department. The Negro has many all-Negro musical organizations which he looks up to and is proud of. It does not seem out of line to develop an all-Negro chorus. This group could be allowed to perform for the school assembly programs, for various civic organizations, etc. An organization of this sort would be a clean break from the policy of subordinating the Negro minority to the larger group of white children. Why should the Negro find himself in the minority in everything he undertakes in the junior and senior high school? It is not believed that the Negro is ashamed to say that he is a Negro. It is also not believed that the Negro youth can be made to believe that he is exactly the same as the white youth. Obvious superficial differences are too easily observed by the Negro youth himself.

An all-Negro musical group would give the participants an opportunity to achieve success. It would recognize certain characteristic differences between the white pupils and the Negro pupils, but the Negro may be made proud of this group and proud of himself by such an organization. If such an organization was formed, it is believed that many Negro pupils would remain in school in order to be a part of this organization.

Curriculum adjustments are all too often made only after the pupil has already failed to make good in other conventional subjects. The pupil then enters into the vocational subjects with the stigma of failure upon his reputation. It was observed that

the Negro pupils made poor marks in these vocational subjects. Proper counseling and guidance previous to assignment to the seventh grade, with possibly some achievement tests and interest tests, could locate those pupils who would be unable to handle the seventh grade work. Placement in vocational subjects in the seventh grade before failure has been experienced would then be made on the basis of the results of these tests and findings of the counselor. Some required subjects would, of course, be necessary in the seventh grade, but appropriate adjustments could be made within the subjects. This is the transition grade for the Negro pupils. The interest aroused, the reputation established in this grade will follow the pupil throughout the six years he should spend in the junior and senior high school. Arousing his interests, making it possible for him to succeed in his studies and his extra-class activities will go a long way toward keeping him in school, a happy, well adjusted individual.

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APPENDIX

CASE HISTORIES

Case histories were compiled from three sources. They were (1) information blanks filled out from examination of school records, (2) questionnaire blanks filled out during the personal interviews, and (3) observations of the interviewer during the interview period. Case history numbers were assigned at random for each of the 37 pupils included in the study group.

Case number 1. This girl had an indicated IQ of 93 on the test taken in the early grades. The Henmon-Nelson test taken in the junior high school indicated an IQ of 110. Her educational age exceeded her grade placement by 18 months when in the ninth grade. She had marks averaging 4 with no marks above a 3. She did very well on the Bell Adjustment Inventory with scores of; home-8, health-8, social-17, emotional-8, total-41. The score on the school inventory was 34. She was absent 20 half days during the ninth grade period. She left school after the ninth grade and did not return. To almost any question concerning school, she would say, "I just didn't like it. I just didn't want to go."

Her home failed to pass the criteria for classification as satisfactory. It was not accessible from a street. It was in poor repair; the outside was covered with tar paper; the porch was falling off. She said that her father was working in another state, but she didn't know just where he was working or what type of work he was doing. The mother lived at home and did not work. The girl said she would like to get married, but she was afraid she would do housework "out" instead.

Case number 2. This boy had an indicated IQ of 100 as taken from the Henmon-Nelson test given in the junior high school. No marks were recorded for an achievement test taken in the junior high school. His junior high school marks averaged 3 with a range of 1 to 4. The best marks were made in music, social studies, and printing; the poorest were made in mathematics and English.

His home was classified as unsatisfactory. It had three rooms, all of which were full of beds. When asked how many children were in the family, he asked, "You mean living in the house? Well, I don't know for sure." He scratched his head and figured at great length. Then he answered, "Eleven, I think."

The boy reported his father as dead, and his mother was working to support the family.

He had a good attendance record and at the last report was still in school. During the year attendance records were checked, he had two half days absent. His marks on the Bell Adjustment Inventory were; home-7, health-3, social-9, emotional-3, total-22. The score on the Bell School Inventory was 29.

Case number 3. This boy transferred into the Manhattan Junior High School from another city at the beginning of the seventh grade. His IQ was recorded from the Henmon-Nelson test as 74. His school inventory score was 17, and his Bell Adjustment Inventory scores were; home-2, health-7, social-7, emotional-5, total-21. He was absent from school 10 half days during the year checked. His mark average was a low 4. When in the eighth grade, his educational age from the Stanford Achievement Test was indicated as 4.8.

It was found that this boy had no real home. When trying to locate him, the interviewer called at the address given as the home address. An aged woman was questioned as to his whereabouts.

"Oh, he doesn't live here days, just nights. He sleeps here, and he eats over at _____'s house."

Both of the homes in which the boy spent some time were overcrowded and untidy. His parents were reported to be living together in another city where his father was stationed in the army.

One of his comments was, "Freshmen don't get a chance in sports."

Case number 4. This girl's IQ was indicated as 107 by the Henmon-Nelson test taken in the junior high school. Her scores on the Bell Adjustment Inventory were; home-5, health-9, social-16, emotional-7, total-37. The Bell School Adjustment Inventory score was 14. Her school marks averaged 2. She had no absences or tardinesses recorded for the year studied.

This girl lived in one of the most satisfactory homes. It was on a good city street, was clean and neat, and well furnished. Both parents were present in the home. The father worked as a janitor, and the mother was busy in the home with a large family.

Case number 5. This girl's IQ was indicated by the Henmon-Nelson test to be 54. When she was in the ninth grade, her educational age on the Stanford Achievement Test was at the 5.9 level. Her scores on the Bell Adjustment Inventory were; home-9, health-7, social-22, emotional-7, total-45. The Bell School Inventory score was 9. She was absent 6 half days in the year which was checked. Her school marks for the junior high school averaged to a high 4. She left school after the sophomore year.

The home in which this girl lived was inaccessible and in very poor repair. It was neater than most of the homes which failed to meet the criteria for classification of satisfactory. She seemed to be dull and listless during the interviews. The mother was not present in the home. No information could be obtained regarding the mother other than that she was not living with the family. The adults in the family included the father and the grandmother. The father's work was given as a janitor.

Case number 6. This girl was indicated as having an IQ of 66 on the Henmon-Nelson test. Her educational age taken with the Stanford Achievement Test was at the 4.8 level when she was in the eighth grade. The Bell School Inventory score was 23 and the scores made on the Bell Adjustment Inventory were; home-12, health-8, social-17, emotional-15, total-52. She was absent 12 half days in the year studied. Her average school mark was a 4.

The home in which this girl lived was extremely poor. It was cluttered with beds, in extremely poor repair, and filthy to the extent of having a terrible odor about it. Her mother was present during the interview and was a very domineering type of person. Both the girl and the mother were extremely filthy. The girl had left school before the interview was conducted. The reason given by the school was pregnancy. The girl was observed to be pregnant. Neither the girl nor the mother knew how many children were living in the house without considerable figuring and arguing. Although the girl was already out of school, the mother indicated that she wanted the girl to finish school and go to college to be "either a school teacher or a real good cook."

Case number 7. The intelligence test given to this boy in the junior high school indicated an IQ of 108. At the eighth grade level, he had an educational age on the Stanford Achievement Test at the 7.6 level. On the Bell School Inventory, he had a score of 23, and on the Bell Adjustment Inventory his scores were; home-0, health-3, social-6, emotional-7, total-16. He missed no school during the year studied. His marks averaged to a 3, with his best marks being made in music and English.

The home was of a high cultural level. The boy and the parents were finishing a lunch on the porch when the interviewer arrived. All were dressed neatly and in good style. The house was very well furnished; books and magazines were plentiful. The furnishings of the house were new and relatively expensive.

Case number 8. The IQ recorded for this girl was 106. No educational age was recorded. Scores made on the Bell Adjustment Inventory were; home-7, health-14, social-12, emotional-14, total-47. The Bell School Adjustment Inventory score was 2. This girl was absent 2 half days in the school year studied. Her school marks averaged to a high 2.

The home in which this girl lived was very clean and neat. It was well furnished; books and magazines were present. Both parents were present in the home. The father was working at Fort Riley, and the mother was not working outside the home. This girl was still attending school at the last report. Her choice of career was to be a music teacher.

Case number 9. This boy had an IQ of 103 recorded on his folder. At the ninth grade level, his educational age was 13

months behind his grade placement. Scores made on the Bell Adjustment Inventory were; home-17, health-17, social-28, emotional-23, total-85. The Bell School Inventory score was 30. His marks averaged to a 3. He missed one half day of school during the year studied. He has remained in school.

This boy was not interviewed. The home in which he lived has been discussed in an earlier case history. See case history number 2.

Case number 10. This girl had an IQ of 109 and an educational age level of 10.8 when in the ninth grade. Her marks averaged to 1.5 for the junior high school subjects. Her score on the Bell School Inventory was 6, and on the Bell Adjustment Inventory her scores were; home-6, health-3, social-17, emotional-6, total-32. She graduated from high school with a 2.5 average for the high school subjects.

No interview was held. The home in which this girl lived is discussed in an earlier case history.

Case number 11. This boy's IQ was indicated as being 88 on his school folder. He repeated the fifth grade when he was found to have an educational age level of 3.8. After repeating the grade, he was found to have an educational age level of 4.5. On the Bell School Inventory he had a score of 30, and his scores on the Bell Adjustment Inventory were; home-10, health-6, social-22, emotional-6, total-44. His marks averaged to a 4 in the junior high school. During the year studied, he missed 12 half days of school.

No interview was held with this boy. His home environment is discussed in another case history. At the last report, this boy had enrolled in a college.

Case number 12. The Henmon-Nelson test indicated an IQ of 82 for this girl. On the Bell School Inventory she had a score of 19, and the scores on the Bell Adjustment Inventory were; home-11, health-8, social-25, emotional-23, total-67. She missed ten half days in the year studied. Her marks averaged to a high 3. Her educational age level trailed her grade placement by two years when in the junior high school.

This girl lived in a fine cultural home. It was, however, a broken home. The mother had remarried. When asked about her father, she talked with quiet respect of him as a man who "after all, was no good." For the future this girl planned to attend college and possibly get into secretarial work.

Case number 13. This boy's IQ was recorded as 91. When in the eighth grade, his educational age level was found to be 5.4 as taken with the Stanford Achievement Test. On the Bell School Inventory he had a score of 31, and his scores on the Bell Adjustment Inventory were; home-19, health-11, social-13, emotional-15, total-58. His marks averaged to a 3, but this average was distorted by 1's and 2's made in music and physical education. No 1's or 2's were made in any other subjects. In the year studied this boy missed 3 half days of school. He transferred out of school to another city before the completion of the high school grades.

This boy lived in the home of his uncle. The home was very cultural and pleasant in all details. Some of the Negro college students roomed in the house. The boy's real parents were not living together. His father lived in the immediate neighborhood but had little to do with the boy. When asked about his father,

the boy said, "He just lays around drunk next door all the time."

The boy had no knowledge of his mother's work or method of support. He did know where she was living. After completing the freshman year, he transferred his school credits to the high school in the city where his mother was living.

One of his remarks was, "I never get a chance to be in classes with many of my grade school friends."

Case number 14. On the Detroit Beginners test of intelligence given in the first grade, this girl had an indicated IQ of 128. The Henmon-Nelson test given in the junior high school indicated an intelligence quotient of 90. When in the junior high school, she was found to have an educational age level two years retarded from her school grade placement. On the Bell School Inventory, she had a score of 11. Her scores on the Bell Adjustment Inventory were; home-8, health-11, social-16, emotional-21, total-56. Her school marks averaged to a 3. She was absent 22 half days during the school year studied.

This girl's home was very poor. It had at one time been a two-room shanty, but one wall separating the rooms had been pulled out, making one long room for a family of eleven. A windowless attic apparently served for a bedroom for part of the children. The girl was probably in close association with some very undesirable friends and relatives. She was encountered in another home during another interview with a girl who had dropped out of school because of pregnancy. Older women and girls who were in her home at the time of the interview were not considered by the interviewer to be a good influence for a high school girl.

This girl left school after the sophomore year. No reason was given for her leaving, and no reason could be found. She did not leave town.

Case number 15. This girl had an IQ of 74 recorded on her personal folder. She had transferred in from another city at the beginning of the seventh grade. During her first year in Manhattan, she was absent from school 28 half days. She had a score of 22 on the Bell School Inventory, and scores on the Bell Adjustment Inventory were; home-14, health-11, social-20, emotional-18, total-63. Her school marks averaged to a high 4. As in most cases, the best grades were made in music and physical education.

The home was classified as satisfactory by the interviewer. It was on a good city street and in good repair. The only thing which spoiled the appearance of the home was the presence of an old-fashioned iron bed in the living room. The grandmother was present during the interview. When asked about the father, the girl didn't seem to know anything about him. The grandmother reported the father was dead and the mother was remarried. The girl's step-father had then deserted her mother.

No choice of vocation was given. The girl had remained in school.

Case number 16. This girl had an indicated IQ of 94. During her first year in the junior high school she had F's in all subjects including music, but not including penmanship in which she had a 4. In the eighth grade she had 4's in all subjects. Her score on the Bell School Inventory was 64. On the Bell Adjustment Inventory she had scores of; home-25, health-24, social-25, emotional-34, total-108.

This girl quit school during the ninth grade. The reason given was lack of interest, but she was observed to be pregnant during the interview. An interesting answer given during the interview was, "I'd like to get married, but I suppose I'll just end up doing house work 'out'."

The home was neat, but it was in very poor repair, in need of paint, and inaccessible from a regular city street. The father was in the home during the interview in an extremely drunken state. The mother was said to be working outside the home doing housework.

Case number 18. This boy had an indicated IQ of 65. His educational age level was three years short of his grade placement when in the junior high school. His marks averaged to a 3; but all marks above a 3 were made in music, physical education, and wood working. On the Bell School Inventory he had a score of 33. His scores on the Adjustment Inventory were; home-15, health-9, social-17, emotional-11, total-52.

This boy's home is discussed in another case. (See case number 6.) No interview was held.

Case number 19. This girl had an IQ indicated to be 109. She ranked first in her grade school class. Her marks averaged to a 3 in the junior high school. She missed no school during the year studied. No other information was available. She transferred to another city after finishing the eighth grade.

Case number 20. This girl's IQ was indicated to be 78. When in the junior high school, her educational age level was found to be 3 years and 2 months short of her school grade placement by the Stanford Achievement Test. Her school marks averaged to a 4. On

the Bell School Inventory her score was 20. She had scores on the Bell Adjustment Inventory of; home-10, health-15, social-18, emotional-10, total-53. This girl dropped out of school during the last six weeks of the ninth grade. No reason was given. The school authorities indicated that pregnancy was suspected. No interview was held. No other information was available.

Case number 21. The Henmon-Nelson test indicated an IQ of 111 for this girl. When in the junior high school, the Stanford Achievement Test educational age level was 1 year and six months below her school grade placement. Her marks for the junior high school averaged to a 3. The Bell School Inventory score was 20, and the scores made on the Bell Adjustment Inventory were; home-12, health-15, social-17, emotional-20, total-64. She missed 1 half day of school in the school year studied.

This girl left school after the eighth grade and did not return for the ninth grade. No interview was held. The elementary school teachers indicated that she was "nervous, hard-headed, spoiled." She was said to be unsatisfactory in emotional stability, conduct and dependability.

Case number 22. On the Detroit Beginners test given in the first grade, this boy had an IQ of 107. The Henmon-Nelson test given in the junior high school indicated an IQ of 92. The educational age level on the Stanford Achievement Test was 2 years and 8 months below the school grade placement in the junior high school. School marks for this boy averaged to a 3. The score on the Bell School Inventory was 34. Scores made on the Bell Adjustment Inventory were; home-18, health-14, social-22, emotional-22, total-26.

In the school year studied, this boy missed 6 half days.

The home was inaccessible and in poor repair. The number of children was small, two; and the size of the home was adequate to house them. The father's work was indicated as janitor. The mother was not living in the family. This boy has remained in school.

Case number 23. This girl transferred into the Manhattan Junior High School from another city. She was involved in a near riot, which came to the attention of the law enforcement officers and the city court during the summer before school started. This disturbance was said to be caused by "boy friend trouble" involving personnel from the Fort Riley military reservation. After school started, she was temporarily suspended upon the recommendation of the principal when the outside problems threatened to enter the school. No other information was available. The girl never returned.

Case number 24. This boy transferred into the Manhattan schools during the seventh grade. He had an indicated IQ of 114. The educational age level was 2 years and 2 months short of the school grade placement. The score made on the Bell School Inventory was 9. Scores on the Bell Adjustment Inventory were; home-2, health-3, social-14, emotional-10, total-29. School marks averaged to a 3. This boy remained in school. No interview was held. No other information was available.

Case number 25. This girl was indicated to have an IQ of 74. Her educational age level was three years behind the school grade placement. During the year studied, the girl missed 20 half days

of school. Her school marks averaged to a 4. On the Bell School Inventory a score of 18 was recorded. The Bell Adjustment Inventory scores were; home-18, health-10, social-19, emotional-17, total-64.

The girl left school after finishing the eighth grade. School authorities suspected pregnancy. Although no interview was held, the girl was observed. When trying to locate her, the mother was being questioned. She said that the girl had gone to New York and was married. She had just received a letter from her. The next day while interviewing another person, a group of Negro girls passed by and shouted to the girl being interviewed. Questioning indicated that one of the girls was the one who was in New York the day before. The home has been described in another case. See case number 6.

Case number 26. This boy was indicated as having an IQ of 70. While in the grades, he repeated one grade and went to summer school three summers to keep up with his class. His educational age level was 2 years and 6 months short of the school grade placement. School marks were averaged to a 4. The score made on the Bell School Inventory was 30. On the Bell Adjustment Inventory scores were; home-13, health-10, social-11, emotional-11, total-45. This boy has remained in school.

No interview was held. The home is described in case number 16.

Case number 27. This girl had an indicated IQ of 111. Her score on the School Inventory was 50. On the Bell Adjustment Inventory her scores were; home-30, health-18, social-20, emotional-30, total-98. She was absent 2 half days the year studied. The school marks averaged to a high 3.

This girl lived in a very pleasant home. Both of her parents were living in the home. It was a large but apparently happy and well adjusted family. The girl indicated that she would like to be a school teacher. She would have been selected as one of the Negro pupils most likely to stay in school and make good. She was still in school at the last report.

Case number 28. The recorded IQ for this girl was 100. In the year studied, she was absent 30 half days. Her marks averaged to a 3. No other scores were available for this girl. She left school after one semester as a sophomore when her family moved to another city. No transcript was forwarded for her.

When questioned as to the name of her father, the girl gave the name of the person indicated as the head of the house in which she lived.

"Why, child, he ain't your father. _____ is your father; didn't you know that?" And then to the interviewer, "All the children go by my name."

Interviewer, "What work does your step-father do?"

The mother answered again for the girl. "He's an ex-service man."

The home was very poor and extremely filthy. The interviewer looked in through a screen door during the interview. It was like looking into a dirty, dark, cave full of beds.

Case number 29. This girl had an indicated IQ of 95. Her educational age level from the Stanford Achievement Test was two years and four months lower than her school grade placement. Her school marks averaged to a low 3. On the Bell Adjustment Inventory,

she had scores of; home-11, health-5, social-1, emotional-4, total-21. The Bell School Inventory score was 23. This girl transferred to another city after the sophomore year.

The most striking thing about the home situation was the extremely bitter hatred of the girl for her mother. Of her mother she said, "She ain't much good. Hasn't lived with us for years. She does secretarial work in (another city)."

The home was very poor. There was one bright spot in the home. A new, shiny radio-phonograph combination was blaring music from jazz records all during the interview. The interviewer noticed that in many of the very poor homes there would be one nice piece of furniture. Secretarial work was indicated as the vocational choice of this girl.

Case number 30. The IQ recorded for this girl was 105. She had marks averaging to a 3. Scores on the Bell Adjustment Inventory were; home-19, health-15, social-14, emotional-22, total-70. The Bell School Inventory score was 24. She missed 2 half days of school in the year studied. She has remained in school.

The home was very neat and attractive. It was furnished in conservative good taste. Both parents worked out, and the girl seemed to have a large number of home duties. She was ironing all during the interview. When she attempted to sit down and let the ironing go during the interview, her mother indicated that she could "work and talk at the same time."

Throughout the interview a large mechanical refrigerator stood with its door wide open. The purpose of this was not determined. All of the kitchen furnishings were old but in good repair.

When questioned, the girl indicated that she wanted to be a school teacher.

Case number 31. This girl's IQ was reported to be 102. She had marks which averaged to a 2. During the year studied, she was absent from school 18 half days. She was active in the Girls' Reserve organization in the junior high school. No inventory scores were available. This girl was married after the junior year was completed and did not finish school.

The home was classified as satisfactory. It was a broken home. The mother had remarried. The step-father worked for the city. At the time of the interview, the girl indicated that her choice of career was to be a nurse or dietitian.

Case number 32. The results of the Henmon-Nelson test indicated an IQ of 90 for this girl. Her educational age level in the junior high school was three years below her grade placement. She went to another city to go to school one of the junior high years. Her marks for the other two years averaged to a 4. On the Bell School Inventory, she had a score of 31. The scores on the Bell Adjustment Inventory were; home-17, health-18, social-13, emotional-20, total-68. She missed 23 half days in the school year studied. She dropped out of school during the sophomore year. The reason given was "to work." No interview was held.

Case number 33. This boy's IQ was indicated to be 71 by the Henmon-Nelson test. During the grades he was retarded once and on two occasions he was promoted because of age and size. His educational age level was two years and five months below his school grade placement. His school marks averaged to a 4. The

score made on the Bell School Inventory was 27. On the Bell Adjustment Inventory he had scores of; home-9, health-2, social-13, emotional-6, total-30. He missed two half days of school during the year studied.

This boy lived in a home which was classified as satisfactory. His parents lived together. The father's occupation was janitoring. For his career the boy said that he hoped to be a movie star. When asked what type of movie star, he indicated that he wanted to play Western rolls. He was extremely agreeable and very good-natured. All through the interview, he had a big smile on his face and nodded agreement with everything.

Case number 34. This boy entered the seventh grade as a transfer pupil from another state. His IQ was found to be 72 with the Henmon-Nelson test. He dropped out of school after twelve weeks in the seventh grade. No other information was available.

Case number 35. This boy's IQ was indicated to be 93 on the Henmon-Nelson test. His school marks averaged to a 4. His score on the Bell School Inventory was 37. On the Bell Adjustment Inventory he had scores of; home-10, health-10, social-11, emotional-13, total-44. During the year studied, this boy missed 39 half days of school. He dropped out of school during the ninth grade. No interview was held, but the home was classified as unsatisfactory.

Case number 36. The IQ reported for this girl was 98. Her educational age level was two years and eight months below her school grade placement. School marks averaged to a 3. She had a score of 18 on the Bell School Inventory. On the Bell Adjustment Inventory, her scores were; home-20, health-10, social-17,

emotional-27, total-74. During the year studied, she missed eleven half days of school.

This girl had a very good home environment. It was a large family, apparently very closely knit. The younger children were treated with affection by the girl during the interview and by the mother. Both of the parents were in the home. The vocational aspiration of the girl was either to be a beautitian or a house wife. She dropped out of school after the sophomore year. No reason was given.

Case number 37. This boy's IQ was indicated to be 91. His educational age level was found to be two years below his school grade placement. Scores made on the Bell Adjustment Inventory were; home-14, health-10, social-12, emotional-13, total-49. The Bell School Inventory score was 36. He has remained in school.

The home was classified as unsatisfactory. It was less crowded than some, but it was in poor repair and very small. The parents were both absent from the home. The boy assured the interviewer that his parents were not separated. His mother was said to "own a drug store in Chicago," and his father was working on a farm in Texas. The boy was staying with his grandmother.

One of his remarks was, "Teachers don't give colored kids a chance in sports."

ADJUSTMENT PROBLEMS OF NEGRO PUPILS IN THE
MANHATTAN JUNIOR HIGH SCHOOL

by

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PURPOSE

To locate adjustment problems of the Negro pupils in the Manhattan Junior High School and to offer recommendations for a guidance program to alleviate these problems.

METHOD

Problems were located by obtaining information from three sources. These sources were (1) a school administrator, (2) special tests and school records, and (3) the Negro pupils. Tests and school records which were consulted included the following; attendance records, school marks, the Stanford Achievement Test, the Bell School Inventory, the Bell Adjustment Inventory, and intelligence test results. Case histories of the 37 pupils in the study group were written from the information obtained in personal interviews.

PRINCIPAL RESULTS

It was found that the Negro boys were well adjusted individuals. Although they made school marks which were decidedly below the school norms, they gave indications of being as well adjusted to the school situation as the white boys. The scores made by the Negro boys on the Bell School Inventory and on the Bell Adjustment Inventory were not significantly different from the scores made by the white boys.

The Negro girls on the other hand were indicated to be poorly adjusted personally and socially. Statistically significant

differences were found between the Bell Adjustment Inventory scores of Negro and white girls in the areas of home, health, and social adjustment.

A reason was sought for the difference in adjustment of the Negro boys and girls. The chief difference found in the educational opportunity was the greater opportunity offered to the Negro boys to experience success. Many of the Negro boys found success in athletics. The Negro girls were handicapped in being unable to find success in any area. It was recommended that the music program be expanded to offer more opportunity for success for these girls. The reason for the selection of music was the general popularity of the music courses with the Negro pupils and the fact that those Negroes enrolled in music made their best grades in music.

It was also recommended that special attention be given to the problems of Negro pupils by supplying a special Negro counselor. It was recommended that the Douglas School principal serve as this counselor. Time should be allowed for him to come to the junior high school regularly to meet with the Negro pupils.